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The increased number of Spanish-speaking migrant workers utilized in New Jersey agriculture has made it necessary for the public schools to provide educational programs for bilingual students. This document presents activities and rationale designed to help such children in becoming bilingual and bi-cultural. Included are English-to-Spanish word lists (with phonetic spellings) to familiarize teachers with a basic Spanish vocabulary. Selected instructional activities are presented for elementary, middle, and upper level students. The emphasis of the program is on student involvement in oral activities to increase communication skills in an unfamiliar language. (DK)

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An approach to migrant bilingual education

Unos pensamientos acerca de la instrucción de los niños flotantes

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Vocational-Technical Division
Department of Public Instruction
State of Delaware

Summer Project, 1967

AN APPROACH TO

MIGRANT BILINGUAL EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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by

Charles C. Jacobs

developed under a special inter-state project
STRENGTHENING SERVICES OF STATE DEPARTMENTS IN MIGRANT EDUCATION
Title V, Elementary Secondary Education Act, Section 505

Vocational-Technical Division
State Department of Public Instruction
Dover, Delaware

-FOREWORD-

In increasing numbers Spanish speaking migratory farm workers are coming to Delaware. Stateside, about two hundred Texas-Mexicans come from the home base state of Texas and about two thousand from Puerto Rico, arriving in April to cut asparagus and pick strawberries. Their residence continues through mid-October inasmuch as they find employment during the summer harvesting tomatoes, peppers, potatoes, beans, and other vegetable crops.

It has been noted that the majority of Spanish-speaking migrants are male adults, although a small percentage of Texas-Mexicans and Puerto Ricans do travel in family groups.

The attendant challenge of providing educational programs for the children present some difficulty because of the language barrier.

The following pages attempt to help the teacher reach the Spanish speaking child in an English speaking class who must of necessity be a part of the English speaking community.

The writer wishes to express his appreciation to Dr. Ruth M. Laws, Steering Committee Member from Delaware, ESEA Title V, Section 505, for her suggestions from time to time and to Miss Eleanor Tucker whose suggested exercises appear in the final section of the brochure.

AN APPROACH

to

MIGRANT BILINGUAL EDUCATION

by

Charles C. Jacobs

Whatever the prospective teacher of the non-English-speaking migrant child finds in the following pages is intended to serve as a guide in assisting the child in his efforts to become bilingual and bi-cultural. It is, in fact, a bilingual approach with emphasis on the spoken word.

The teacher should realize that there are two facts that must always be kept in mind:

1. The impressions that any child receives from the teacher.

2. The impressions that any teacher receives from the child.

In his role as instructor he must at all times seek to generate and foster interest on the part of the children. Obviously, this is a challenge that requires energetic and resourceful action. There will be never-ending demands on the ingenuity and the imagination of the teacher inasmuch as the many personality traits that the teacher will encounter precludes the possibility of approaching different classes with a stereotyped procedure.

Whenever possible the children should be placed in classes that reflect their chronological age and physical maturity. Determining the level of performance of each is a factor that must not be overlooked. The instruction should be fashioned in such a way as to insure attention to the pupils' individual capacities. Due consideration should be given to short instructional units which are related to their environment, experience, and background.

The teaching of the Spanish-speaking migrant child can be an interesting and rewarding experience. The difficulties are surmountable because of some very simple characteristics inherent in the learning process. A few of the most important are:

1. Curiosity
2. Attention
3. Participation
4. Understanding
5. Repetition

The innate curiosity of the child is one of the greatest advantages that the teacher has at his command. The child, bilingual or not, demonstrates this trait. The discoveries that are made broadens his world and offers the teacher additional avenues for the development of a variety of motivational techniques and purposeful activities.

Attention is the cornerstone of instruction and must be secured and maintained throughout the learning process.

Without it, the child cannot hope to become a cooperative member of the group.

Attainment of new cultural content is achieved through participation or involvement, and by exploration and discovery. By praising the child for using his new accomplishments in the schoolroom and on the playground, more can be done to stimulate his desire to speak English than by making rules forbidding him to use his native tongue.

The young child learns to understand and speak the language which he hears in the home. The child uses language when he has a need, desire or idea which he wishes to express. If he can get what he wants without the use of speech, the learning of language will be retarded. Early speech is learned without conscious effort by using words over and over again in similar situations. The rapidity with which the child learns the language depends upon the meaningfulness, interest and pleasure of the situations in which the language is used.

The first job of the teacher, confronted with one or more Spanish-speaking children in the group, is to make them feel welcome, wanted, and respected as individuals. We must keep in mind that the Spanish-speaking children are basically the same as any other group of children. They follow the same laws of learning. Each child has his own pattern of growth. Generally, one will find that the Spanish language child is shy, timid and comes to school with a fear of insecurity.

Such activities as free play, playing on swings, playing in sandboxes, units of work, field trips, etc., are helpful for gaining useful experiences in adjustment.

The bilingual child must be encouraged to express himself either by speech or action. We must remember the bilingual child has a vocabulary although it is not functional in an English environment.

If the child is behind his classmates in achievement, consider some of the contributing factors: constant moving; irregular school attendance; lack of understanding on the part of some of his teachers and the community. Care should be taken to see that the English-speaking children understand why, and seek their cooperation in helping him "catch up". This can be done by reviewing the lesson, practicing the English equivalent of Spanish words, arithmetic drills, spelling games and socio-dramas. Repetition then helps not only the Spanish-speaking child to learn English but is mutually beneficial.

Because communication is such an important factor in our society, the instructor should employ at the very outset every instructional media at his disposal to break through what is known as the language barrier. That relationship so aptly described in the French language as "rapport" must be established.

Good teaching is understanding children and giving due consideration to the fact that all normal methods of teaching will be applicable to the migrant child, but should be emphasized to a greater degree.

Educators agree that good teaching is based on the needs of the individual child, modified by environmental factors and enriched by the imagination of the instructor. Once having acquired the attention of the child, his participation becomes vital to his interest and consistent progress in the communicative skill that literally is the desired goal. This oral activity gives to language learning a vivid impression.

Accuracy in the reproduction of sounds can be arrived at only through practice. The first steps will be only as successful and meaningful as the ingenuity of his teacher envisions the activity. A fact is that the ear is trained before the eye. Therein lies the reason for the emphasis on participation. Mimicry, that is to say, listening and imitating, even if it demands repetition (drill), guarantees some degree of understanding which represents the ultimate objective of the teacher.

Timidity, one of the factors that inhibits the participation of the Spanish-speaking child and sometimes the English-speaking child, must be overcome. Automatic response, so essential to speech, is cultivated by means of this approach. The children become accustomed to the sound of their voices in a foreign language; their curiosity is heightened and their vision is uncluttered by strange objects such as maps, cards, etc. In a word, the oral techniques, words, phrases, salutations, inquiries and commands become immediately convincing and rewarding. Teaching is then really effective.

With this in mind, a list of words selected from E. W. Dolch's Basic Sight Vocabulary is submitted. The writer found them most helpful while assisting with the summer program in Delaware. Phonetic equivalents have been added in order to facilitate the use of them. No attempt is to be inferred that the writer believes this to be the work of an authority. What is true is that there was a measure of success in employing this plan in helping the Spanish-speaking child acquire a degree of fluency in the English language.

ENGLISH	SPANISH	PHONETIC SPELLING
a	a	ah
about	acerca de	ah-seer-kah day
after	despues	dess-poo-ess
again	de nuevo	day-noo-ay-vo
all	todo	toe-dough (to-do)
always	siempre	se-em-pray
am	soy	soy (soy bean)
an	uno	oo-no
and	y	e
any	cualquier	koo-ahl-keer
are	son	son
around	al rededor	rray-day-dor
as	como	komo
ask	pregunta	pray-goon-tah
at	a	ah-t
ate	comido	ko-me-do
away	fuera	foo-ay-rah
be	estar	ess-tar
because	porque	por-kay
been	estado	ess-ta-do
before	antes	ahn-tess
best	mas bien	mahs be-en
better	mejor	may-horr
big	grande	grahn-day
black	negro	nay-gro

ENGLISH	SPANISH	PHOENETIC SPELLING
blue	azul	ah-thool
both	ambos	ahm-bos
bring	llevar	l'yay-var
brown	moreno	mo-ray-no
but	perro	pair-rro
buy	comprar	kom-prar
by	shi	a-yee
call	llamado	l'yah-mar
came	venido	vay-ne-do
can	poder	po-dair
carry	llevar	l'yah-vair
clean	limpiar	lim-pe-ar
cold	frio	free-o
come	venir	vay-neer
cut	cortar	kor-tar
did	hecho	ay-cho
does	hace	ah-thay
don't	no haga	no ah-ga
down	abajo	a-bah-ho
draw	tirar	te-rar
drink	bebida	bay-bee-dah
eat	coma	ko-mah
eight	ocho	o-cho
every	cada	kah-dah
fall	caer	kah-air

ENGLISH	SPANISH	PHONETIC SPELLING
far	lejos	lay-hos
fast	rapido	ra-pe-do
search	buscar	boos-kar
first	primero	pre-may-ro
five	cinco	sin-ko
fly	volar	vo-lar
for	para	pah-rah
found	hallado	ah-l'yah-do
four	cuatro	koo-ah-tro
from	de	day
full	llena	l'yay-no
funny	comico	ko-me-ko
gave	dado	dah-do
get	obtenes	ob-tay-nair
give	de	day
go	anda or vaya	ahn-da or va-yah
goes	va	vah
going	voy	wo-e
good	bueno	boo-ay-no
got	obtenido	ob-ten-e-do
green	verde	vair-day
grow	crecer	kray-thair
had	habia	ah-be-ya
has	ha	ah
have	tengo	ten-go

ENGLISH	SPANISH	PHONETIC SPELLING
he	el]	ell
help	ayuda	ah-yoo-dah
her	la	lah
here	aqui	ah-ke
him	le	lay
his	el suyo	l-soo-yoo
hold	tener	tay-nair
hot	caliente	kah-le-en-tay
how	como	ko-mo
hurt	herir	ay=reer
I	yo	yo
if	si	see
in	en or in	en or in
into	dentro	den-tro
is	es	ess
it	lo	ell-yo
its	su	soo
jump	saltar	sahl-tar
just	apenas	ah-pay-nas
keep	guardar	goo-ar-dar
kind	genero	hay-nay-ro
know	saber	sah-bair
laugh	reir	rray-eer
let	dejar	day-har
light	luz	luz
like	querer	kay-rair

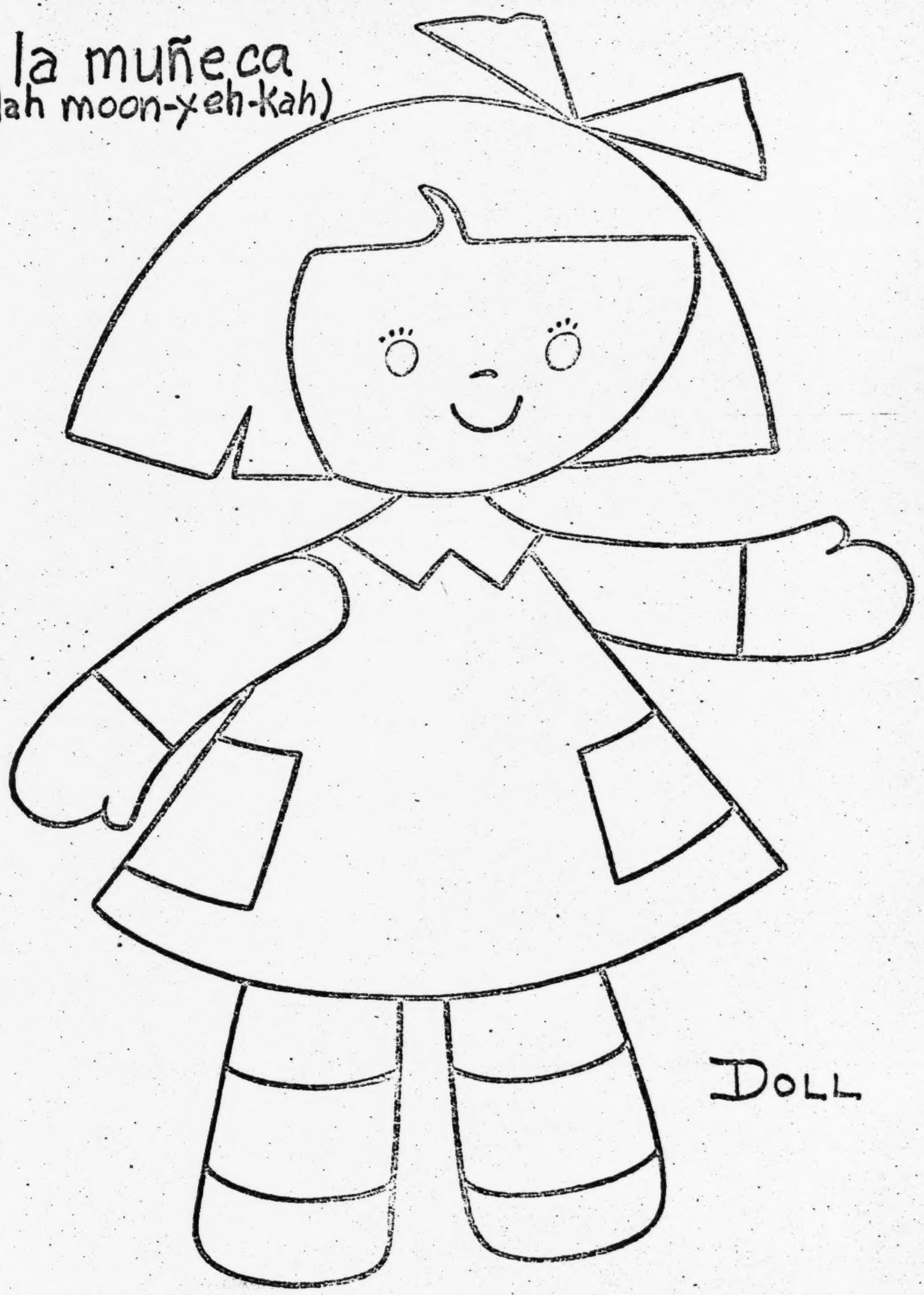
ENGLISH	SPANISH	PHONETIC SPELLING
little	poco	po-ko
live	vivir	ve-veer
long	largo	lar-go
look	mirar	me-mar
made	hecho	ay-cho
make	hace	ah-thay
many	muchos	moo-chos
may	pueda	poo-ay-dah
me	mi or me	me or may
much	mucho	moo-cho
must	ha de or tiene que	ah-day or te-en-nay-kay
my	mi	me
myself	yo mismo	yo miss-mo
never	nunca	noon-kah
new	nuevo	noo-ay-vo
no	no	no
not	no	no
now	ahora	ah-o-rah
of	de	day
old	viejo	ve-ay-ho
on	encima	en-see-mah
once	una vez	oo-na vez
one	uno	oo-no
only	solamente	sola-men-tay
open	abierto	ah=be-air-to

ENGLISH	SPANISH	PHONETIC SPELLING
or	o	o
our	nuestro	noo-ess-tro
out	fuera	foo-ay-rah
over	sobre	so-bray
own	propio	pro-pe-o
pick	escoger	ess-ko-hair
play	jugar	hoo-gar
please	agradar	ah-grah-dar
pretty	lindo	leen-do
pull	sacar	sah-kar
put	poner	po-nair
ran	corra	kor-ra
read	lea	lay-ah
red	rojo	rro-ho
ride	eer a caballo	eer a kah-bah-l'yo
right	derecho	day-ray-cho
round	al rededor	al rray-day-dor
run	correr	kor-rair
said	dicho	dee-cho
saw	visto	vee-sto
say	diga	dee-ga
see	ver	vair
seven	siete	see-ay-tay
shall	estara	ess-ta-rah
she	ella	ell-yah
show	espectaculo	ess-pek-tah-koo-lo

ENGLISH	SPANISH	PHONETIC SPELLING
sing	cantar	kahn-tar
sit	sentarse	sen-tar-say
six	seis	say-iss
sleep	sueno	soo-ay-n'yo
small	pequeno	pay-kay-n'yo
so	asi	a-see
some	algunos	ahl-goo-nos
soon	presto	press-to
start	empezar	em-pay-thar
stop	detener	day-ten-air
take	tomar	to-mar
tell	decir	day-theer
ten	dix	di
thank	agradecer	ah-grah-day-thair
that	que	kay
the	el la los las	ell lah los las
their	su	soo
them	los	los
then	entonces	en-ton-cess
there	alli	ah-l'yee
these	estos	ess-tos
they	ellos	ell-yos
think	pensar	pen-sar
this	esto	ess-to
those	esos	ess-os
three	tres	tres

ENGLISH	SPANISH	PHONETIC SPELLING
to	a	ah
today	hoy	o-e
together	juntamente	hoon-ta-men-tay
too	demasiado	day-mah-se-ah-do
try	ensayar	en-sah-yar
two	dos	doss
under	bajo	bah-ho
up	arriba	ar-rree-bah
upon	sobre	so-bray
us	nosotros	nos-o-tros
use	uso	oo-so
very	muy	moo-e
walk	audar	ah-u-dar
want	querer	kay-rair
warm	caliente	ka-le-en-tay
was	estaba	ess-ta-bah
wash	lavar	leh-var
we	nosotros	nos-o-tros
well	bien	be-en
went	fue	foo-ay
were	estaba	es-ta-bah
what	que	kay
when	cuando	koo-ahn-do
where	donde	don-day
which	ell-cual	l-koo-ahl
white	blanco	blakn-ko

la muñeca
(lah moon-yeh-kah)



DOLL

The following exercises were carried on by a teacher in the migrant summer school and are offered only as suggestions.

EXERCISE

Primary Level — Dialogue Approach

Skill to be developed: Basic Sight Vocabulary

T. "What do you do on rainy days?"

C. "I play with my doll."

T. (Ask another child) "What do you do?"

C. "I play with my big doll and my little doll."

T. "Show me how big your big doll is."

C. (Demonstrates)

T. "Does your doll talk?"

C. "No, my doll does not talk."

T. (Asks another child) "Does your doll talk?"

C. "Yes, my doll says, 'Ma Ma'."

T. "My crayon is going to talk."

T. (Writes on the board) "I have a big doll."

"My big doll talks."

"My big doll says, 'Ma Ma'."

T. (Shows doll to children.)

T. "Is your doll big like this?"

C. (Answers yes or no.)

T. (Takes doll to Spanish-speaking child and says)

"Muneca grande Big Doll"
(Moon-yeh-kah gran-day)

T. "Now my chalk is going to talk Spanish" (precedes to write under the English dialogue the Spanish version).

I have a big doll.
Yo tengo una muneca grande.
(Yo ten-go oo-na moon-yeh-kah gran-day)

My big doll talks.
Mi muneca grande habla.
(Me moon-yeh-kah gran-day ah-blah)

My big doll says, "Ma Ma".
Mi muneca grande dice, "Ma Ma".
(Me moon-yeh-kah gran-day dee-say, "Ma Ma")

T. (Asks for volunteers to read the story - English version.)

T. (Suggests that the entire class read the Spanish version.)

T. (Passes out mimeograph copies of a big doll, also assorted crayons for coloring the doll.)

EXERCISE

Primary Level — Experience Approach

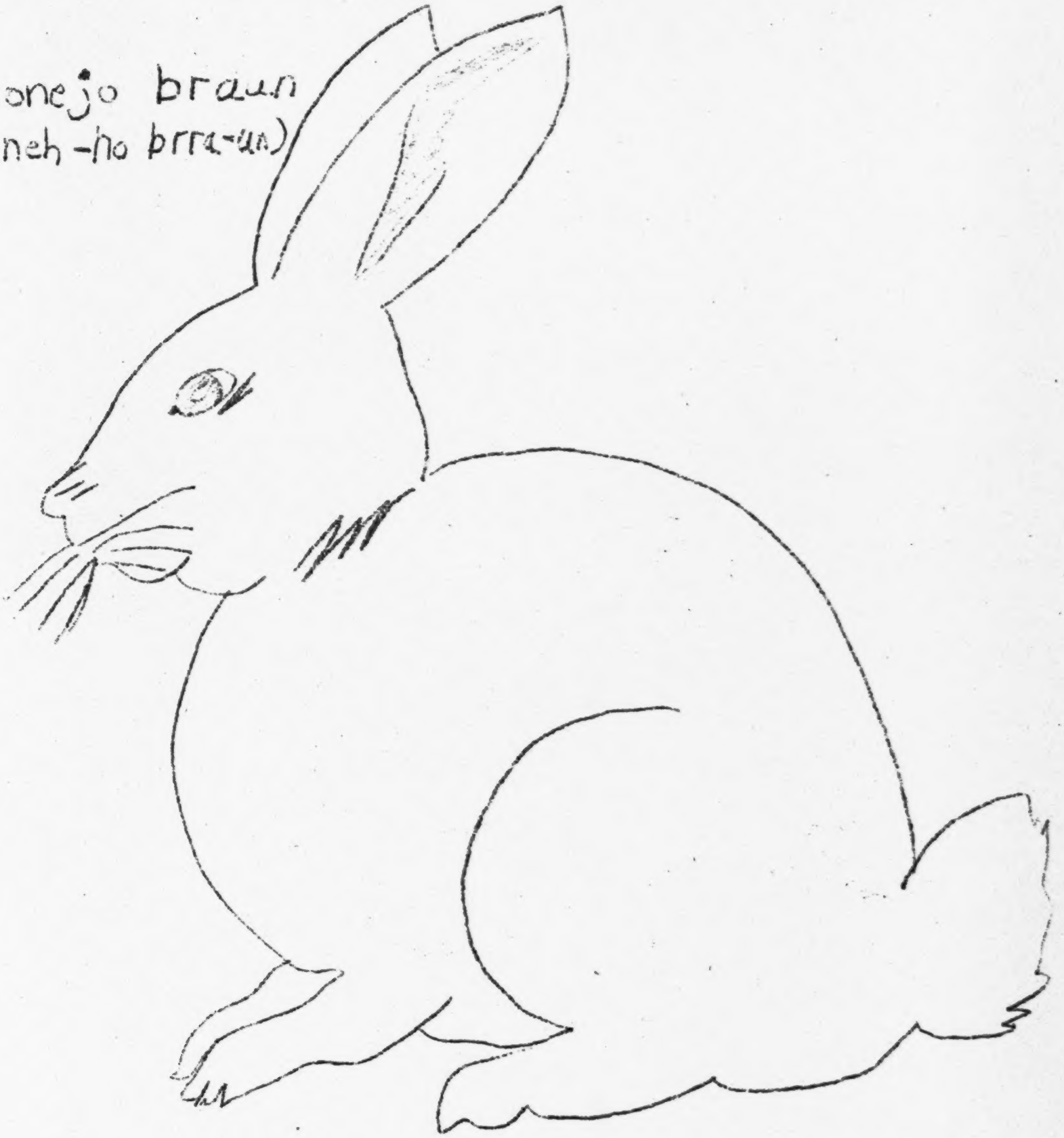
Skill to be developed: Basic Sight Vocabulary

In this activity, in contrast to the previous lesson, the teacher had no structured word in mind to be developed. While touring the school grounds, a truck loaded with potatoes passed by.

The teacher and children discussed the truck, its content and destination. While outdoors they also found a frog and saw a rabbit hopping on the school ground.

The following discussion prepared the children for the tour: "Today, we are going to take a walk around our beautiful school ground. Each of us will select a buddy; by doing this we will stay together in a group. If your buddy should stray away, go get him and remind him that he is a member of the group too."

el conejo braun
(koe neh-ho brra-un)



BROWN RABBIT

-21-A-

FIVE VEGETABLES

The pictures on the left hand side of this paper are those of vegetables that are grown in our state during the months of June, July and August. Under each vegetable, write the name of the vegetable, in Spanish and English. Then read the phrase. On the line to the right, write the name of the vegetable it describes.

Red, grows large and round_____

Green, grows on vines, gives minerals and vitamins_____

Brown, grows under the soil, gives us energy and minerals_____

Green, turns yellow or red when ripe_____

TOUR OF CAMPUS

1st Child: "Look! A truck."

2nd Child: "A potato truck."

3rd Child: "Yes, a potato truck."

4th Child: "When I was coming to school this morning, I saw a truck filled with tomatoes."

Teacher: "That was a potato truck."

(Teacher and children walked a bit further.)

5th Child: "My father works in the potato field."

Teacher: "Are the potatoes ready to be dug up?"

5th Child: "Yeah, they are working in the potato house."

Teacher: "Potato house?"

3rd Child: "Yeah, they put them in the house to grade them. Then they are washed."

6th Child: "Look, there goes a rabbit."

Class: "Where?"

6th Child: "See, there he goes."

Teacher: "Look, a beautiful brown rabbit."

7th Child: "I see a toad."

Teacher: "A toad?"

8th Child: "No, a frog."

Teacher: "Do you like the word frog better?"

8th Child: "Yes."

Teacher: "Here we are back to the front door again. Shall we go in?" (Students went in. After the class was settled, the teacher went to the board.)

Teacher: "Let's write on the board what we saw on our walk."

1st Child: "We saw a rabbit."

Teacher: "Yes, we did. Shall I write that on the board?"

Class: "Yes."

(Teacher writes) We saw a rabbit.

2nd Child: "We saw a toad."

Teacher: "Shall I write that too?

Class: "Yes."

(Teacher writes) We saw a toad.

3rd Child: "We went walking."

Teacher: "Shall I write that?"

9th Child: "No, write we went for a walk."

Teacher: "Do you like that better?"

9th Child: "Yes."

Teacher: "All right." (Teacher wrote on the board.)
We went for a walk.

Teacher: "Is there anything else that we should write?"

10th Child: "John's father works in a potato house."

Teacher: "Shall I write that in our story?"

Class. "Yes."

(Teacher wrote) John's father works in the potato house.

At this point, the teacher aide informed the teacher that it was time to prepare for lunch.

Teacher: "Oh, I think we must wash up for lunch. Tomorrow we will complete the story."

(The teacher wrote the story on a 24" X 36" white, smooth tag board.)

The next day the children read the story and arranged in sequential order.

The teacher introduced the words <u>brown</u> <u>rabbit</u>.

el conejo braun
(l koe-neh-ho brra-un)

Each student was given the drawing of a rabbit to color. Other selected learnings can be taught according to the discussion which will follow the sequential order.

INTERMEDIATE LEVEL
Grades 4 - 5

The suggested activities may seem a little elementary for teachers not familiar with the educational summer program for migrant and non-English speaking migrant children. It is the purpose of the writer to provide suggested activities which will overlap materials and levels of instruction of earlier grade levels. It must be remembered, however, that the average migrant child only attends school perhaps four or five months a year. It is hoped that the following activities will be an aid in suggesting exercises for the developing of word recognition, and the extension of words, in addition to the development of phonetic and structural analyses. It should also be remembered that it is not expected that the above skills will be developed in detail or completely mastered in the short time the child attends summer educational school. These activities might also suggest ways to provide practice materials for the child who needs individual help.

Migrant children should be taught to respect work. Since migrant adults work in several crops, migrant children often are not able to enjoy the fruits of their parents' labor in their everyday diet. As a result, they never learn to know the value of certain foods for body development even though they are plentiful right in their very midst.

The following exercise is suggested to develop appreciation for several crops grown in the Delaware area. The teacher and children discussed these products, visited a supermarket, and the cafeteria manager talked to us about various ways these vegetables may be served. The following seatwork may be used as follow-up activity; or additional practice work for additional help.

INTERMEDIATE LEVEL

EXERCISE II

WORD EXTENSION EXERCISE

Make new words by adding s, es or ies to the following words. WRITE the new word on the line.

tomato _____ potato _____

string bean _____ cucumber _____

lima _____

Remove the ending from each of these words and write this word on the line.

roomy	quickly	prettier	heavier	rounder
_____	_____	_____	_____	_____
lucky	friendly	bigger	smoother	slender
_____	_____	_____	_____	_____

UPPER LEVEL

The activities at this level in the summer educational program in Delaware attempts to enrich and extend concepts up to this level of instruction, and to develop study skills necessary to add to one's own information and enjoyment. These activities for the migrant, both English speaking and non-English child should include reading maps, using dictionaries and telephone directories, and table of contents.

Since some of the children in our program travel from Florida to Maine, the following lesson could serve the following purposes:

1. Develop skill in reading maps.
2. Develop ability to follow directions.
3. To develop vocabulary by supplying information, words.
4. To develop skills that may serve as a source for making the trip home more enjoyable.

READING AND UNDERSTANDING MAPS

INTRODUCTION:

Today we live in a world where people do a lot of traveling. This idea of travel is not new. Back in the early days of our history, people traveled but it took them many days. Today, we can travel to all parts of our country in just a few hours because of our cars, boats and airplanes. Because of the amount of travel that is done today, there are many kinds of maps: political, air maps; flyway maps of birds; rail maps; highway maps and others.

For our lesson today, we are going to read maps. Do not open your map until we have all received one. (Teacher passed out individual maps to the students.)

Questions to be answered:

1. What is a direction key?
2. What is a Gap?
3. What is meant by a capital of a state?
4. Do you know how to locate:
   a. mountains
   b. rivers
   c. capitals
   d. legend
   e. interesting historical places might also be inserted.

Each of the above items should be taught thoroughly. For some classes, this might constitute three weeks work. After the students have learned each of the above items, they should be entered on individual political maps, duplicated by the teacher, of the United States. It is suggested that the migrant children in the classroom might insert places through which they pass in their travel from home to the farthest place traveled. Non-migrant children might like to include only the places they have traveled to or would like to travel. Migrant children might like also to include points where the products raised in the states are shipped.

EVERYDAY WORDS

ENGLISH	SPANISH	PHONETIC PRONUNCIATION
hello	hola	oh-lah
good-bye	adios	ah-dyos
house	la casa	lah-kah-sah
good morning	buenos dias	boo-eh-noes dee-ahs
good night	buenas noches	boo-eh-nahs noh-chehs
mother	la madre	lah mah-dreh
father	el padre	ell pah-dreh
baby	la nena	lah neh-nah
girl	la nina	lah neen-yah
boy	el nino	ell neen-yoe
family	la familia	lah fah-meel-yah
farm	la hacienda	lah ah-see-ehn-dah
horse	el caballo	ell kah-bah-yoe
pigs	los cerdos	loes sehr-does
cow	la vaca	lah bah-kah
sheep	la oveja	lah oh-veh-hah
chickens	las gallinas	lahs gah-yee-nahs
ducks	los patos	loes pah-toes
vegetables	las legumbres	lahs leh-groom-brehs
potatoes	las patatas	lahs pah-tah-tahs
tomatoes	los tomates	loes toe-mah-tess
onions	las cebollas	lahs seh-boe-yahs
carrots	las zanahorias	lahs sahna-oh-ree-ahs
lettuce	la lechuga	lah-leh-choo-gah
fruit	la fruta	lah froo-tah

ENGLISH	SPANISH	PHONETIC PRONUNCIATION
apple	la manzana	lah mahn-sah-nah
orange	la naranja	lah nah-rahn-hah
banana	la banana	lah bah-nah-nah
peach	el durazno	ell doo-rahs-noe
lemon	el limon	ell lee-mone
pear	la pera	la peh-rah
milk	la leche	lah leh-cheh
butter	la mantequilla	lah mahn-teh-kee-yah
cheese	el queso	ell keh-soe
ice cream	el helado	ell eh-lah-tho
thank you	gracias	grah-see-ahss
school	la escurela	lah ess-kweh-lah
book	el libro	ell lee-broe
desk	el pupitre	ell poo-pee-treh
paper	el papel	ell pah-pell
rule	la regla	lah reh-glah
teacher	la maestra	lah mah-ess-trah
clock	el reloj	ell reh-loe
plate	el plato	ell plah-toe
knife	el cuchillo	ell koo-chee-yoe
fork	el tenedor	ell tehn-eh-dore
spoon	la cuchara	lah koo-chah-rah
cup and saucer	la taza y el platillo	lah tah-sah ee ell plah-tee-yoe
glass	el vaso	ell vah-soe
bread	el pan	ell pahn
hat	el sombrero	ell soem-breh-roe

ENGLISH	SPANISH	PHONETIC PRONUNCIATION
dress	el vestido	ell vehs-tee-tho
shirt	la camisa	lah-kah-mee-sah
trousers	los pantalones	loes pahn-tah-loe-nehs
tie	la corbata	lah koer-bah-tah
shoes	los zapatos	loes sah-pah-toes
socks	los calcetines	loes kahl-seh-teens-eh
one	uno	oon-oh
two	dos	dohs
three	tres	trehs
four	cuatro	kwah-troe
five	cinco	seen-koh
six	seis	sasa
seven	siete	see-eh-teh
eight	ocho	oh-choe
nine	nueve	noo-eh-veh
ten	diez	dee-ess
door	la puerta	lah poo-ehr-tah
window	la ventana	lah vehn-tah-nah
chair	la silla	lah see-yah
table	la mesa	lah meh-sah
bed	la cama	lah kah-mah
church	la iglesia	lah ee-gleh-see-ah
telephone	el telefono	ell teh-leh-foe-noe
automobile	el automovil	ell ah-toe-moe-veel
good-bye	adios	ah-dyos

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